



# Music Development Plan



## 2024-2025

### Our Vision for Music

At Cowling Community Primary School we want our children to be have the opportunity to perform and listen to a wide variety of music. We want them to be able to sing on their own as well as in a group with opportunities given during school shows and other occasions. We want our children to be confident in their use of a variety of tuned and untuned instruments and for them to be given the opportunity to perform their compositions.

The musical curriculum we follow is Charanga. The progression through the units reinforces the interrelated dimensions of music. With each new song we start with the foundation of pulse, then rhythm, then pitch, adding new dimensions as we progress through the curriculum. This helps to ensure an ever increasing spiral of musical learning whilst embedding previous knowledge and skills.

The objectives of teaching music at Cowling Community Primary School are:

- Children are given the opportunity to perform, listen to, review and evaluate their own and others music across a range of periods, genres and styles.
- Children are given the opportunity to explore musical terms and notations.
- Children are given the opportunity to sing and use their voices to express themselves, create and compose music.
- Children are given the opportunity to play musical instruments to enable them to create and compose music with these instruments.
- Children are given the opportunity to understand how music is created and produced.

# Self-Assessment

Curriculum Music		
<b>Timetabling</b>	Not all classes receive a regular music lesson each week	Music lessons are taught once a week in all classes from YR to Y6.
	There is a regular timetabled curriculum music lesson for all children but not a full hour each week when combined with other provision	
	There are regular timetabled curriculum music lessons in all years plus other provision which totals 1 hour per week for all children (can include singing assemblies etc)	
<b>Curriculum design</b>	Musical activity takes place in some or all classes but not necessarily tied to a formal school-wide curriculum	Charanga is in place as our whole school musical curriculum.  <b>Area of development: whole school progressions map to be created and embedded across the school and provide more opportunities for musical performance to parents/others.</b>
	There is a whole school curriculum in place for music which covers all parts of the National Curriculum	
	There is a whole school curriculum in place which clearly maps progress and skills across the key stages. Additional aspects are embedded into the planning such as whole class instrumental music, school performances and special musical events	
<b>Assessment</b>	We have limited capacity and/or expertise for assessing musical progress	Key learning skills tracked on Insight – on track or not on track. Video/audio recordings also completed.
	Class teachers record progress using video/audio recordings or written notes	
	Progress is clearly recorded using video/audio or written notes and ML works closely with class teachers to monitor and support this process. There are opportunities for pupils to self and peer assess their work planned into lessons.	
<b>Quality of teaching</b>	It is uncertain whether all teachers are teaching music to a good standard each week	Continue to monitor throughout the year. New music teacher in school to be monitored and assessed including pupil voice.
	Music teaching is generally of a good standard, but there is still a need for further CPD and support in some areas	
	Music teaching is consistently good quality throughout school and is monitored and supported well over the year	
<b>EYFS music</b>	It is uncertain how much music takes place in Nursery/Reception classes or whether it is of consistently good quality	Singing is part of everyday learning in Reception as part of provision. Reception also have the opportunity to have a discrete lesson every week that incorporates musical instrument playing so that all children are ready for our KS1 curriculum.
	Music is regularly planned in to EYFS timetables and is generally of a good standard though some CPD and support may still be beneficial	
	Singing is an integral and essential part of EYFS life. Songs and activities are appropriate to developing voices and carefully chosen to support early progress.	

## Whole class instrumental provision

<b>Whole class</b>	No whole class instrumental provision is currently in place	Glockenspiels, recorders and boomwhackers are the 3 tuned instruments which we learn to play in whole class lessons at school. <b>Area of Development: Opportunities need to be given for pupils to show case this learning in the wider curriculum. Progression of instruments needs to be considered more carefully.</b>
	Children learn to play an instrument as part of whole class learning during their time in school	
	Whole class learning is fully integrated into the wider music curriculum and is deliberately placed for pupil progression. The instrument/s are also selected for progression and quality of delivery is consistently good.	
<b>Duration</b>	Children are given a 'taster' on one or more instruments in whole class lessons which is less than one year in duration.	Children are given tasters throughout school to learn glockenspiels, recorders and boom whackers. <b>Area of Development: Give children time to develop basic skills and knowledge securely over a full year.</b>
	Children are given a full year to learn an instrument and as such develop basic skills and knowledge securely in that time. There are opportunities during the year for the children to perform to others. Some children choose to carry on with that instrument (or a related instrument) at the end of the year.	
<b>School / KS / Year group singing</b>	Children only occasionally sing together as part of a larger group, maybe tied to performances or calendar events.	Continue to embed singing in assemblies and services as well as performances within the school calendar.
	Children sing together all or most weeks as part of a singing assembly or similar	
	Regular singing assemblies are led by a specialist. Singing is an important and integral part of curriculum lessons, delivered by confident teachers skilled in delivering healthy singing.	
<b>Choirs</b>	There are currently no school choirs taking place regularly.	School choir being established this year as an additional activity during school time as a lunchtime club. Taught by Liz Antal and Emma Pease. <b>Area for Development: To have wider opportunities to perform regularly or in community events.</b>
	There is at least one school choir which meets regularly led by a skilled teacher.	
	There are one or more school choirs, led by skilled singing leaders which have opportunities to perform regularly and/or take part in wider community events	

<b>Instrumental and vocal lessons</b>		
<b>Tuition</b>	There are limited or no opportunities for children to learn to play an instrument in school	Percussion and recorders currently available. <b>Area for development: Resourcing opportunities of tuned and untuned instruments.</b>
	Children have the opportunity to learn an instrument in at least one family of instruments. There are occasional opportunities for children to perform on their instruments	
	There are opportunities for children to learn an instrument in various instrumental families with regular opportunities to perform to others. School regularly engages and plans with their instrumental tutors allowing for a consistent approach to music provision	
<b>Whole class follow on</b>	There are currently no opportunities for children to continue learning an instrument they have started in whole class teaching	<b>Area for Development: Look into opportunities to continue instrument teaching.</b>
	There are opportunities for children to continue learning the instrument (or a closely related instrument) after whole class lessons have finished.	
	There are opportunities for children to continue learning the instrument (or a closely related instrument) after whole class lessons have finished and a good number of children choose to do this	
<b>Ensembles</b>	There are currently no instrumental ensembles in school or only very occasional ensemble playing opportunities	<b>Area for Development: Look into further opportunities.</b>
	Children learning some instruments have the chance to play in a school ensemble which rehearses regularly	
	A child learning any instrument in school has the chance to play that instrument in an ensemble. There are regular performing opportunities with the group. Routes of progression for children including music centres are signposted as appropriate.	
<b>Inclusion</b>		
<b>Inclusion</b>	There are no provisions in place to support less affluent families. There is little adaptation in music lessons for children with additional needs or varying ability	Support provided for families should they require it if PP funded child.  Range of opportunities in planning to experience music from different cultures, traditions and eras.
	School finds other ways to support children from low income backgrounds to learn an instrument. Use of pupil premium funding to support families in accessing peripatetic music lessons. Curriculum and instrumental lessons are planned to cater for children with carrying needs and ability. Pupils have opportunities to listen to and engage with music from different cultures, traditions and eras.	
	All staff (including visiting staff) are fully aware of any relevant additional needs in their classes. Lessons are well differentiated to cover all needs and abilities. Children are sensitively guided to learning an appropriate instrument for their specific needs. Pupils have opportunities to listen to and engage with music from a wide variety of different cultures, traditions and eras	
<b>Wider involvement</b>		
<b>Hub participation</b>	The school generally don't engage much with the NYC music hub or other partner organisations in music.	<b>Area for Development: To</b>

	There is some level of engagement with NYC and Music Connect with occasional participation in local events	<b>look into the music hub and music connect for opportunities for local events and workshops.</b>
	The school has strong partnerships with NYC, Music Connect and/or other organisations with regular participation in local events, workshops.	
<b>CPD</b>	There is little capacity within school for the music lead or other staff to engage with music CPD.	Limited availability in NYC for music CPD. Charanga offers CPD and music lead participates in this as and when required. There has been some music observations and constructive feedback given. <b>Area of Development: To look at other staff accessing CPD on Charanga.</b>
	Music lead has occasional opportunities to access CPD, other staff only rarely.	
	Music lead is able to access a higher level of music CPD and other staff in school are also accessing CPD or a higher level of support from the Music Lead or elsewhere	
<b>Links with other schools</b>	There are currently no musical links with other schools	<b>Area of Development: Explore links with other schools and organisations.</b>
	Some links are made with peer schools, other MAT schools, religious school networks or cluster networks. Occasional musical events may take place within these communities or resources and expertise are shared.	
	Strong links are made with other schools with opportunities to share resources, expertise and to organise events. There are strong links made to local secondary schools for Y6 transition.	
<b>Live music</b>	There are currently no opportunities for children to experience and enjoy live music.	Yr 3 - Y6 have the opportunity to participate in Young Voices every other year. Children in Y2 are welcome to attend the choir practice sessions but are too young to come to the performance day.
	There are occasional opportunities for some children to experience live music either on a trip or from visiting musicians	
	All children have opportunity to experience live music over the course of the school year.	

# Development Plan

## MUSIC DEVELOPMENT PLAN

### Overall objectives

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### Key components

#### Music Curriculum, including use of Music Technology – EYFS, KS1, KS2, SEND:

Teachers deliver music following the Charanga Music Programme, designed specifically for the teaching of music in primary schools. Lessons are planned in sequences to provide children with the opportunities to review, remember, deepen and apply their understanding. Lessons meet all components of the **Model Music Curriculum**, including musical technology units. Teachers are able to produce inclusive lessons for all children to access the musical curriculum in a fun and engaging way, further promoting a love of learning.

#### Classroom Instrumental Teaching:

Throughout their primary music curriculum journey, children will learn how to play Glockenspiels, Recorders and Boom Whackers, within our music scheme. Playing various instruments enables children to use a range of methods to create notes, as well as how to read basic music notation.

#### Music CPD:

Music leads have many CPD opportunities through the year and are able to use staff meeting time to offer teaching staff further CPD. We need to develop opportunities for teaching staff to access the CPD on Charanga which is personal to their own music teaching development.

#### Performance Opportunities:

Our children take part in daily singing in assemblies. One assembly a week is dedicated to being a singing assembly. We offer a school choir and we are going to plan to perform more often throughout the year. We would like to develop classes using their Charanga song from music lessons each term, to develop as a performance in singing assembly. We would like to look at being partnered with Leeds Music Education Partners, who offer lots of live music opportunities and extra-curricular activities throughout the year.

### Communications

Using the school's Facebook and newsletters, we will inform parents of musical opportunities throughout the school year.

### Budget, materials and staffing

Money in our budget is very tight at the moment. We have invested in Charanga and need to continue to develop our music curriculum and confidence at teaching music in our school.

